



# CORRELATION TO THE LOUISIANA COMPREHENSIVE CURRICULUM

## Louisiana Edition Overview

Welcome to the Louisiana edition of Glencoe Literature.

The lessons in this textbook are designed to help your students master the Louisiana Grade-Level Expectations and succeed on the Graduation Exit Examination for the 21st Century. The Grade-Level Expectations are printed at the beginning of every selection and workshop in the student edition so that students are aware of the objective of each lesson. At the end of each unit, there is a test that can help students practice the skills and strategies taught in the unit and prepare for the GEE 21 English Language Arts examination.

This textbook is aligned to both the Comprehensive Curriculum and the Grade-Level Expectations. The chart below shows the correlation between the units in this textbook and the units in the Comprehensive Curriculum. The chart on pages LA8 to LA31 lists the many and various activities in the textbook that address the Grade-Level Expectations.

| Louisiana Comprehensive Curriculum for Grade 10 | Glencoe Literature: Course 5  |
|---|---|
| Unit One: The Short Story                       | Unit One: The Short Story (pp. 1–307)<br>Unit Six: Genre Fiction (pp. 1108–1273)  |
| Unit Two: Nonfiction                            | Unit Two: Nonfiction (pp. 308–517)  |
| Unit Three: Drama                               | Unit Four: Drama (pp. 704–957)  |
| Unit Four: The Novel                            | Novels from <b>Glencoe Literature Library</b> recommended for 10th grade students:<br><br><i>All Quiet on the Western Front</i> , by Erich Maria Remarque<br><i>The Friends</i> , by Rosa Guy<br><i>The House of the Seven Gables</i> , by Nathaniel Hawthorne<br><i>Nectar in a Sieve</i> , by Kamala Markandaya<br><i>Night</i> , by Elie Weisel<br><i>The Plague</i> , by Albert Camus<br><i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> , by Robert Louis Stevenson<br>For more Glencoe Literature Library titles, see <a href="http://www.glencoe.com">www.glencoe.com</a> . |
| Unit Five: Poetry                               | Unit Three: Poetry (pp. 518–703)  |
| Unit Six: The Epic                              | Unit Five: Legends and Myth (pp. 958–1107)  |

Note: For a list of selections in each unit, see pp. LA34–LA51 of the table of contents. For a list of selections by genre, see pp. LA34–LA51.



## Correlation to the Louisiana Grade-Level Expectations

| Louisiana Grade-Level Expectations   | <i>Glencoe Literature, Course Five</i>  |
|--|---|
| <b>Reading and Responding</b>  |   |
| <b>Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</b>   |   |
| <b>1. (ELA-1-H1) Extend basic and technical vocabulary using a variety of strategies, including:</b><br><br><b>a. use of context clues</b> | Vocabulary Practice 18, 48, 62, 147, 417, 533, 582, 615, 637, 739, 833, 912, 985, 1062, 1239<br>Vocabulary Workshop 372, 534  |
| <b>b. use of knowledge of Greek and Latin roots and affixes</b>  | Vocabulary Practice 30, 185, 397, 451, 568, 674, 1133   |
| <b>c. use of denotative and connotative meanings</b>   | Vocabulary Practice 237, 596, 621, 629, 641, 651, 892, 1180<br>Vocabulary Workshop 49, 767  |
| <b>d. tracing etymology</b>  | Vocabulary Practice 71, 81, 118, 263, 289, 382, 427, 885, 1008, 1149<br>Vocabulary Workshop 1052, 1068  |
| <b>2. (ELA-1-H2) Analyze the development of story elements, including:</b><br><br><b>a. characterization</b>                               | Literary Element 160, 931<br>Literary Element Review 128, 761, 931<br>Literature Groups 237<br>Reading Strategy 111, 118, 132, 147, 149, 161, 771, 791, 912, 1019, 1051, 1185, 1203<br>Writing About Literature 109, 161, 263, 886, 986, 1008, 1044, 1051 |
| <b>b. plot and subplot(s)</b>  | Literary Element 833, 1050<br>Literary Element Review 18, 29, 236, 276, 1062<br>Quickwrite 11<br>Reading Strategy 36, 48, 915, 931, 989, 1008<br>Responding and Thinking Critically 108, 262, 864, 1018<br>Writing About Literature 19, 63, 81, 92, 811   |
| <b>c. theme</b>  | Comparing Literature 939<br>Literary Element 128, 146, 351, 1075<br>Literary Element Review 108, 262, 358, 865, 1148, 1170<br>Reading Strategy 121, 129<br>Responding and Thinking Critically 47, 177, 633, 864<br>Writing About Literature 185, 616      |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>  |
|---|---|
| <b>2d.</b> mood/atmosphere  | Literary Element 91, 1255<br>Literary Element Review 427<br>Literature Groups 277<br>Reading Strategy 541, 544, 889, 892<br>Writing About Literature 289, 371   |
| <b>3.</b> (ELA-1-H2) Analyze the significance within a context of literary devices, including:<br><br><b>a.</b> imagery | Author's Language and Style 490<br>Interdisciplinary Activity 659<br>Literary Element 633<br>Reading Strategy 83, 91, 228, 237, 570, 572, 574, 576, 633, 719, 739, 1153, 1157<br>Writing About Literature 568, 1134, 1255 |
| <b>b.</b> symbolism   | Discussion Starter 1158<br>Literary Element 178, 663  |
| <b>c.</b> flashback   | Literary Element 18<br>Writing About Literature 63, 129   |
| <b>d.</b> foreshadowing   | Literary Element 29, 1133<br>Literary Element Review 47<br>Writing About Literature 641   |
| <b>e.</b> irony, ambiguity, contradiction   | Literary Element 62<br>Literary Element Review 70, 885<br>Writing About Literature 641, 912, 1239   |
| <b>f.</b> allegory  | You're the Critic 177   |
| <b>g.</b> tone  | Literary Element 262<br>Reading Strategy 533, 591, 985<br>Unit Introduction 1116<br>Writing About Literature 629  |
| <b>h.</b> dead metaphor   | Literary Element 600, 620<br>Writing About Literature 625, 1239   |
| <b>i.</b> personification, including pathetic fallacy   | Literary Element 591<br>Literary Element Review 600<br>Reading Strategy 833<br>Responding and Thinking Critically 533, 581  |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>   |
|---|--|
| <p><b>4. (ELA-1-H3) Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:</b></p> <p><b>a. short stories/novels</b></p> | <p>Comparing Literature 226, 939, 1087, 1160<br/>           Literary Criticism 19<br/>           Literary Element 29, 47, 62, 80, 108, 128, 146, 276, 1018, 1030, 1083, 1148, 1203<br/>           Literary Element Review 47, 70, 118, 178, 262, 1007, 1018<br/>           Literature Groups 63, 109, 237<br/>           Quickwrite 11, 1085<br/>           Reading Strategy 62, 71, 81, 111, 118, 121, 129, 147, 149, 161, 263, 1044, 1051, 1133, 1185, 1203<br/>           Responding and Thinking Critically 17, 29, 47, 61, 70, 80, 90, 108, 117, 128, 146, 160, 177, 185, 205, 220, 236, 248, 262, 275, 288, 984, 1007, 1018, 1030, 1042, 1050, 1061, 1075, 1083, 1132, 1148, 1157, 1170, 1180, 1202, 1226, 1239, 1255<br/>           Unit Introduction 8, 1116<br/>           Writing About Literature 92, 109, 263, 1149, 1204<br/>           You're the Critic 61, 177</p> |
| <p><b>b. nonfiction works</b></p>   | <p>Comparing Literature 482<br/>           Daily Life and Culture 350<br/>           Interdisciplinary Activity 383<br/>           Literary Element 351, 409, 416, 450, 463, 498<br/>           Literary Element Review 358, 482, 450<br/>           Literature Groups 359<br/>           Primary Source Quotation 381<br/>           Quickwrite 480<br/>           Reading Strategy 186, 354, 359, 361, 371, 427, 463, 466, 481, 1161<br/>           Responding and Thinking Critically 34, 190, 334, 350, 358, 370, 381, 387, 409, 416, 426, 450, 463, 481, 488, 493, 498, 644, 667, 895, 1067, 1163, 1175<br/>           Speaking, Listening, and Viewing Workshop 1098–1099<br/>           Unit Introduction 313, 316<br/>           Writing About Literature 335, 451<br/>           Writing Workshop 1088–1097</p>   |
| <p><b>c. five-act plays</b></p>   | <p>Listening and Speaking 866<br/>           Literary Element 811, 849, 865<br/>           Literary Element Review 865<br/>           Reading Strategy 771, 791, 811, 812, 833, 850, 865<br/>           Responding and Thinking Critically 791, 811, 833, 849, 864<br/>           Writing About Literature 811</p>   |



| Louisiana Grade-Level Expectations         | <i>Glencoe Literature, Course Five</i>   |
|--|--|
| <b>4d.</b> poetry/epics                    | Author's Language and Style 545<br>Comparing Literature 685, 939, 1160<br>Discussion Starter 1158<br>Literary Criticism 651<br>Literary Element 533, 567, 572, 615, 629, 641, 663<br>Quickwrite 1159<br>Reading Strategy 533, 555, 568, 578, 582, 596, 625, 633, 670, 674, 1025, 1030<br>Responding and Thinking Critically 533, 539, 543, 554, 561, 567, 572, 576, 578, 590, 596, 600, 614, 620, 629, 633, 641, 651, 663, 1030<br>Writing About Literature 545, 556, 582, 616 |
| <b>e.</b> film/visual texts                | Comparing Literature 482<br>Literary Element 481<br>Primary Visual Artifact 117<br>Reading Strategy 466, 481, 602, 1031<br>Responding and Thinking Critically 481, 609, 1034<br>Visual Literacy 1202   |
| <b>f.</b> consumer/instructional materials | Comparing Literature 482<br>Literary Element 409, 481<br>Literature Groups 410<br>Quickwrite 480<br>Reading Handbook R23<br>Reading Strategy 186, 409, 481, 664, 763, 1020, 1161<br>Responding and Thinking Critically 190, 408, 481, 493, 644, 667, 769, 1023, 1163, 1175<br>Visual Literacy 408<br>Writing About Literature 410  |
| <b>g.</b> public documents                 | Learning for Life 451<br>Literary Element 450, 463, 489, 498<br>Literary Element Review 450, 489, 498<br>Reading Strategy 447, 451, 453, 463, 484, 495, 499<br>Responding and Thinking Critically 488, 498<br>Writing About Literature 451, 490  |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>   |
|---|--|
| <p><b>5. (ELA-1-H4)</b> Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life</p> | <p>Big Idea 13, 321, 466<br/>           Comparing Literature 226, 482, 685, 939, 1087, 1160<br/>           Daily Life and Culture 248, 350, 590, 984<br/>           Discussion Starter 223, 477, 932<br/>           Interdisciplinary Activity 30, 371, 383, 428, 1030<br/>           Internet Connection 161, 263, 352, 739, 986<br/>           Learning for Life 206, 451, 545<br/>           Literary Criticism 71, 582<br/>           Literary Element 74, 80, 128, 146, 181, 185, 321, 334, 351, 382, 416, 453, 463, 1075<br/>           Literary Element Review 108, 146, 160, 262, 334, 358, 382, 416, 865, 1148, 1170<br/>           Literature Groups 92, 109, 359, 410, 417, 621, 1008<br/>           Primary Source Quotation 381, 488, 657, 1132<br/>           Primary Visual Artifact 90<br/>           Quickwrite 473<br/>           Reading Strategy 31, 74, 81, 109, 121, 129, 252, 263, 371, 397, 447, 450, 453, 463, 466, 639, 641, 664, 1031, 1078, 1083, 1161, 1172<br/>           Responding and Thinking Critically 34, 47, 80, 117, 177, 190, 334, 387, 408, 416, 434, 450, 463, 481, 493, 600, 625, 629, 633, 644, 667, 760, 864, 1023, 1163, 1175<br/>           Unit Introduction 7, 315, 525, 711, 965, 1115<br/>           Speaking, Listening, and Viewing Workshop 509<br/>           Writing About Literature 48, 109, 185, 442, 451, 596, 616, 1083<br/>           Writing Workshop 1088–1097<br/>           You’re the Critic 61, 426, 614</p> |



| Louisiana Grade-Level Expectations   | <i>Glencoe Literature, Course Five</i>   |
|--|--|
| <b>Standard 6: Students read, analyze, and respond to literature as a record of life experiences.</b>  |  |
| <p><b>6.</b> (ELA-6-H1) Compare and/or contrast cultural elements including a group’s history, perspectives, and language found in multicultural texts in oral and written responses</p>                             | <p>Comparing Literature 226, 685, 939, 1087, 1160<br/>Reading Strategy 568, 674</p>  |
| <p><b>7.</b> (ELA-6-H2) Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare</p>  | <p>Daily Life and Culture 248, 590, 884, 984, 1061<br/>Interdisciplinary Activity 383<br/>Literary Criticism 71<br/>Literary Element 80, 321, 334<br/>Literary Element Review 370, 382<br/>Reading Strategy 31, 74, 81, 1083<br/>Responding and Thinking Critically 34, 205, 334, 416, 769, 884, 1083<br/>Speaking, Listening, and Viewing Workshop 298–299<br/>Writing About Literature 147, 1083<br/>Writing Workshop 290–297</p>  |
| <p><b>8.</b> (ELA-6-H2) Analyze recurrent themes in world literature</p>   | <p>Comparing Literature 226, 939, 1160<br/>Literary Element 1075</p>   |
| <p><b>9.</b> (ELA-6-H3) Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:</p> <p><b>a.</b> essays by early and modern writers</p> | <p>Literary Element 358, 408, 416, 427, 434, 441<br/>Literary Element Review 358, 408, 416, 427, 441<br/>Reading Strategy 31, 384, 403, 408, 427, 436, 441<br/>Responding and Thinking Critically 34, 358, 387, 408, 416, 426, 493, 667, 1175<br/>Visual Literacy 408<br/>Writing About Literature 359, 417, 428</p>   |
| <p><b>b.</b> lyric, narrative, and dramatic poetry</p>   | <p>Comparing Literature 685, 939, 1160<br/>Discussion Starter 1158<br/>Literary Criticism 549, 651<br/>Literary Element 533, 539, 544, 549, 555, 561, 567, 572, 576, 581, 591, 596, 600, 615, 620, 625, 629, 633, 637, 641, 651, 658, 663, 674<br/>Literary Element Review 544, 555, 581, 591, 600, 615, 620, 658<br/>Reading Strategy 531, 533, 536, 539, 541, 544, 547, 549, 578, 582, 587, 591, 594, 596, 598, 601, 611, 615, 633, 649, 651, 661, 663<br/>Responding and Thinking Critically 533, 539, 543, 549, 554, 567, 572, 576, 581, 590, 596, 600, 620, 625, 629, 633, 637, 641, 657, 663, 674<br/>Writing About Literature 545, 556, 568, 592, 616, 625, 637, 641, 659</p> |



| Louisiana Grade-Level Expectations                           | <i>Glencoe Literature, Course Five</i>  |
|--|---|
| <b>9c.</b> drama, including ancient, Renaissance, and modern | Comparing Literature 939<br>Literary Element 739, 761, 791, 811, 833, 849, 865, 885, 911, 931<br>Literary Element Review 761, 865, 885<br>Literature Groups 791<br>Reading Strategy 739, 740, 761, 771, 791, 812, 833, 850, 865, 871, 885, 889, 892, 897, 915, 931<br>Responding and Thinking Critically 739, 760, 791, 811, 833, 849, 864, 884, 911, 931<br>Visual Literacy 760<br>Writing About Literature 811, 833, 866, 885, 892  |
| <b>d.</b> short stories, novellas, and novels                | Author's Language and Style 1228<br>Comparing Literature 226, 939, 1087, 1160<br>Literary Element 18, 29, 47, 62, 70, 80, 91, 108, 118, 128, 146, 160, 178, 185, 205, 220, 236, 249, 262, 276, 288, 985, 1007, 1018, 1030, 1042, 1050, 1062, 1075, 1083, 1133, 1148, 1157, 1170, 1180, 1203, 1227, 1239, 1255<br>Literary Element Review 29, 47, 62, 70, 80, 91, 108, 118, 128, 146, 160, 178, 205, 236, 249, 262, 276, 288, 1148, 1170, 1203, 1227<br>Reading Strategy 91, 121, 129, 228, 237, 265, 276, 279, 289, 1121, 1133, 1153, 1157<br>Responding and Thinking Critically 17, 29, 47, 61, 70, 80, 90, 108, 117, 128, 146, 160, 177, 185, 205, 220, 236, 248, 262, 275, 288, 1132, 1148, 1157, 1170, 1180, 1202, 1226, 1239, 1255<br>Unit Introduction 8<br>Writing About Literature 63, 71, 92, 109, 119, 129, 147, 161, 179, 185, 206, 250, 289, 1134, 1149, 1171, 1204, 1228, 1239, 1255<br>You're the Critic 61 |
| <b>e.</b> biographies and autobiographies                    | Comparing Literature 685<br>Literary Element 334, 351, 370, 382, 397<br>Literary Element Review 334, 351, 370, 382, 397<br>Primary Source Quotation 381<br>Quickwrite 680<br>Reading Strategy 374, 382<br>Responding and Thinking Critically 334, 350, 370, 381, 396<br>Writing About Literature 335, 352, 371, 398   |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>   |
|---|--|
| <b>9f.</b> speeches   | Literary Element 450, 463, 489, 498<br>Literary Element Review 450, 498<br>Responding and Thinking Critically 488, 895<br>Writing About Literature 451, 463, 490   |
| <b>10.</b> (ELA-6-H4) Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:<br><br><b>a.</b> an essay expresses a point of view | Literary Element 441<br>Literary Element Review 441<br>Reading Strategy 430, 434<br>Responding and Thinking Critically 434, 441, 493, 667, 1175  |
| <b>b.</b> a legend chronicles the life of a cultural hero   | Comparing Literature 226<br>Internet Connection 986<br>Literary Element Review 985<br>Reading Strategy 1083<br>Responding and Thinking Critically 984, 1083<br>Writing About Literature 986, 1083  |
| <b>c.</b> a short story or novel provides a vicarious life experience   | Comparing Literature 226, 939<br>Learning for Life 81<br>Literary Criticism 71<br>Literary Element 128, 146<br>Literary Element Review 160, 262<br>Literature Groups 109<br>Reading Strategy 74, 81, 97, 206, 240, 249<br>Responding and Thinking Critically 17, 80, 177, 205, 220, 262, 1239<br>Speaking, Listening and Viewing Workshop 298–299<br>Writing About Literature 48<br>Writing Workshop 290–297 |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>  |
|---|---|
| <b>Standard 7: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.</b>  |   |
| <p><b>11. (ELA-7-H1) Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:</b></p> <p><b>a. summarizing and paraphrasing information and story elements</b></p> | <p>Academic Vocabulary 30, 81, 109, 118, 161, 178, 335, 568, 591, 912, 985, 1008, 1019, 1051, 1062, 1133, 1149, 1227<br/>           Comparing Literature 226, 939<br/>           Discussion Starter 1158<br/>           Interdisciplinary Activity 371, 383, 849<br/>           Internet Connection 161, 352, 739<br/>           Listening and Speaking 119<br/>           Literary Criticism 549<br/>           Literary Element 118, 811, 1050<br/>           Literary Element Review 18, 29, 47, 118, 236<br/>           Performing 179<br/>           Primary Source Quotation 1132<br/>           Quickwrite 11, 1159<br/>           Reading Strategy 13, 18, 321, 335, 551, 555, 623, 625, 631, 653, 812<br/>           Responding and Thinking Critically 17, 29, 34, 47, 61, 70, 80, 90, 108, 117, 128, 146, 160, 177, 185, 190, 205, 220, 236, 248, 262, 275, 288, 334, 350, 358, 370, 381, 387, 396, 408, 416, 426, 434, 441, 450, 463, 481, 488, 493, 498, 533, 539, 543, 549, 554, 561, 567, 572, 576, 581, 590, 596, 600, 609, 614, 620, 625, 629, 633, 637, 641, 651, 657, 663, 674, 717, 739, 760, 769, 791, 811, 833, 849, 864, 884, 895, 911, 931, 984, 1007, 1018, 1023, 1030, 1034, 1042, 1050, 1061, 1067, 1075, 1083, 1132, 1148, 1157, 1170, 1180, 1202, 1226, 1239, 1255<br/>           Unit Introduction 5<br/>           Visual Literacy 408<br/>           Writing About Literature 129<br/>           Writing Workshop 500–507, 1088–1097<br/>           You’re the Critic 61, 275</p> |
| <p><b>b. comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information)</b></p>   | <p>Comparing Literature 482, 685<br/>           Internet Connection 263<br/>           Reading Strategy 1161<br/>           Writing About Literature 451</p>  |
| <p><b>c. comparing and contrasting complex literary elements, devices, and ideas within and across texts</b></p>  | <p>Comparing Literature 226, 685, 939, 1087, 1160<br/>           Literary Element 416<br/>           Literary Element Review 985<br/>           Quickwrite 676<br/>           Reading Strategy 51, 62, 132, 147, 574, 576, 587, 591, 989, 1031<br/>           Writing About Literature 263, 335, 616, 659, 1008, 1157</p>   |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>  |
|---|---|
| <p><b>11d.</b> examining the sequence of information and procedures in order to critique the logic or development of ideas in texts</p> | <p>Author's Language and Style 428<br/>           Literary Element 18, 434<br/>           Reading Strategy 181, 185, 436, 442, 495, 499, 915, 931, 1039, 1042, 1054, 1062<br/>           Writing About Literature 63, 129</p>   |
| <p><b>e.</b> making inferences and drawing conclusions</p>  | <p>Academic Vocabulary 48, 81, 129, 161, 276, 335, 397, 427, 568, 865, 1042, 1149, 1227<br/>           Big Idea 65, 111, 132, 447, 598<br/>           Comparing Literature 226, 482, 685, 939, 1087, 1160<br/>           Daily Life and Culture 350<br/>           Discussion Starter 1158<br/>           Interdisciplinary Activity 383<br/>           Learning for Life 451<br/>           Literary Criticism 19, 651<br/>           Literary Element 29, 47, 62, 80, 108, 128, 146, 276, 351, 409, 416, 450, 463, 481, 489, 498, 533, 567, 572, 615, 629, 641, 663, 1018, 1030, 1083, 1148, 1203<br/>           Literary Element Review 47, 70, 118, 178, 262, 358, 450, 489, 498, 1007, 1018<br/>           Literature Groups 63, 109, 237, 359, 410<br/>           Primary Source Quotation 381<br/>           Primary Visual Artifact 117<br/>           Quickwrite 11, 480, 1085, 1159<br/>           Reading Strategy 62, 71, 81, 111, 118, 121, 129, 147, 149, 161, 186, 263, 354, 359, 361, 371, 409, 427, 447, 451, 453, 463, 466, 481, 484, 495, 499, 533, 555, 568, 578, 582, 596, 602, 625, 633, 664, 670, 674, 763, 1020, 1025, 1030, 1031, 1044, 1051, 1133, 1161, 1185, 1203<br/>           Responding and Thinking Critically 17, 29, 34, 47, 61, 70, 80, 90, 108, 117, 128, 146, 160, 177, 185, 190, 205, 220, 236, 248, 262, 275, 288, 334, 350, 358, 370, 381, 387, 408, 416, 426, 447, 450, 463, 481, 488, 493, 498, 533, 539, 543, 554, 561, 567, 572, 576, 578, 590, 596, 600, 609, 614, 620, 629, 633, 641, 644, 651, 663, 667, 769, 895, 984, 1007, 1018, 1023, 1030, 1034, 1042, 1050, 1061, 1067, 1075, 1083, 1132, 1148, 1157, 1163, 1170, 1175, 1180, 1202, 1226, 1239, 1255<br/>           Speaking, Listening, and Viewing Workshop 1098–1099<br/>           Unit Introduction 8, 313, 316, 1116<br/>           Visual Literacy 408, 1202<br/>           Writing About Literature 92, 109, 263, 335, 410, 451, 490, 545, 556, 582, 616, 1149, 1204<br/>           Writing Workshop 1088–1097<br/>           You're the Critic 61, 177</p> |



| Louisiana Grade-Level Expectations   | <i>Glencoe Literature, Course Five</i>  |
|--|---|
| <b>11f.</b> making predictions and generalizations   | Academic Vocabulary 62, 71<br>Listening and Speaking 48<br>Literature Groups 63<br>Reading Strategy 111, 118, 361, 371, 834, 849, 1231, 1239<br>Unit Introduction 313   |
| <b>12.</b> (ELA-7-H2) Solve problems using reasoning skills, including:<br><br><b>a.</b> using supporting evidence to verify solutions   | Comparing Literature 482<br>Discussion Starter 477<br>Interdisciplinary Activity 428<br>Learning for Life 451<br>Literary Element 481, 498<br>Quickwrite 445, 480<br>Reading Strategy 447, 451, 453, 463, 466, 481, 495<br>Responding and Thinking Critically 450, 463, 481, 498<br>Speaking, Listening, and Viewing Workshop 948–949<br>Writing About Literature 451<br>Writing Workshop 940–947                                       |
| <b>b.</b> analyzing the relationships between prior knowledge and life experiences and information in texts  | Big Idea 321<br>Discussion Starter 223<br>Learning for Life 206<br>Literature Groups 359, 410, 417<br>Reading Strategy 361, 371, 389, 397, 412, 639, 641, 1078, 1083, 1172<br>Responding and Thinking Critically 387, 416, 441, 543, 596, 600<br>Unit Introduction 315<br>Writing About Literature 442  |
| <b>c.</b> using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites   | Interdisciplinary Activity 371, 886<br>Internet Connection 161, 263, 352, 739, 986<br>Performing 556<br>Speaking, Listening, and Viewing Workshop 299, 509, 695, 1098–1099<br>Writing Workshop 297, 507, 693, 947, 1263   |
| <b>13.</b> (ELA-7-H3) Use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived | Comparing Literature 226, 939, 1087, 1160<br>Daily Life and Culture 590, 884, 984, 1061<br>Interdisciplinary Activity 383<br>Literary Element 80, 321, 334<br>Literary Element Review 382<br>Reading Strategy 31, 74, 81, 1083<br>Responding and Thinking Critically 34, 334, 416, 463, 717, 769, 884, 984, 1083<br>Speaking, Listening, and Viewing Workshop 298–299<br>Writing About Literature 147, 1083<br>Writing Workshop 290–297 |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>  |
|---|---|
| <p><b>14.</b> (ELA-7-H3) Evaluate the effects of an author’s life in order to interpret universal themes and messages across different works by the same author</p>                           | <p>Comparing Literature 685<br/> Daily Life and Culture 590<br/> Literary Criticism 71<br/> Literary Element 441<br/> Literature Groups 568<br/> Primary Source Quotation 657<br/> Reading Further 442<br/> Reading Strategy 564, 568<br/> Responding and Thinking Critically 387, 441, 590, 674<br/> Speaking, Listening, and Viewing Workshop 298–299<br/> Writing Workshop 290–297</p> |
| <p><b>15.</b> (ELA-7-H4) Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <p><b>a.</b> identifying cause-effect relationships</p> | <p>Reading Strategy 21, 30, 181, 185, 338, 351, 792, 811</p>  |
| <p><b>b.</b> raising questions</p>  | <p>Internet Connection 352<br/> Reading Strategy 195, 206, 374, 419, 430, 436, 453, 551, 555, 587, 670, 889, 1020</p>   |
| <p><b>c.</b> reasoning inductively and deductively</p>  | <p>Comparing Literature 482<br/> Discussion Starter 477<br/> Reading Strategy 466, 481<br/> Responding and Thinking Critically 481<br/> Speaking, Listening, and Viewing Workshop 948–949<br/> Writing About Literature 451<br/> Writing Workshop 940–947, 1088–1097</p>  |
| <p><b>d.</b> generating a theory or hypothesis</p>  | <p>Writing Workshop 940–947, 1088–1097</p>  |
| <p><b>e.</b> distinguishing facts from opinions and probability</p>   | <p>Comparing Literature 482<br/> Reading Strategy 447, 451, 466, 481, 484, 489, 642, 763<br/> Speaking, Listening, and Viewing Workshop 948–949<br/> Writing Workshop 940–947</p>   |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>  |
|---|---|
| <b>Writing</b>  |   |
| <b>Standard 2: Students write competently for a variety of purposes and audiences.</b>  |   |
| <b>16.</b> (ELA-2-H1) Develop organized, coherent paragraphs that include the following:<br><br><b>a.</b> topic sentences   | Writing About Literature 63, 109, 129, 147, 206, 263, 616, 1051<br>Writing Workshop 290–297, 500, 501, 502, 504, 1094   |
| <b>b.</b> logical sequence  | Writing About Literature 19, 48, 63, 71, 81, 92, 119, 129, 147, 161, 206, 250, 263, 428, 616, 866, 1171<br>Writing Workshop 290–297, 500, 506, 686, 940, 942, 946, 1088, 1094                               |
| <b>c.</b> transitional words and phrases  | Writing Workshop 290–297, 504, 693, 944, 1096, 1097   |
| <b>d.</b> appropriate closing sentences   | Writing About Literature 19, 48, 63, 71, 81, 92, 119, 129, 147, 161, 206, 263, 428, 616, 866, 986, 1051, 1171<br>Writing Workshop 290–297, 688, 940, 942, 1088, 1095  |
| <b>e.</b> parallel construction where appropriate   | Writing About Literature 206, 237, 263  |
| <b>17.</b> (ELA-2-H1) Develop multiparagraph compositions organized with the following:<br><br><b>a.</b> a clearly stated central idea/thesis statement   | Writing About Literature 63, 109, 129, 147, 206, 263, 335, 428, 616, 866, 986, 1157<br>Writing Workshop 290–297, 500, 940, 941, 943, 1088, 1096   |
| <b>b.</b> a clear, overall structure that includes an introduction, a body, and an appropriate conclusion   | Writing About Literature 19, 48, 63, 71, 81, 92, 119, 129, 147, 161, 206, 250, 263, 335, 398, 428, 866, 986, 1051, 1171<br>Writing Workshop 290–297, 686, 689, 943, 946, 1088, 1096                         |
| <b>c.</b> supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)   | Author’s Language and Style 428<br>Writing About Literature 19, 48, 63, 71, 92, 119, 129, 147, 161, 206, 250, 263, 335, 428, 616, 1171<br>Writing Workshop 290–297, 500, 506, 686, 940, 942, 943, 946, 1088 |
| <b>d.</b> transitional words and phrases that unify throughout  | Writing Workshop 290–297, 504, 693, 944, 1096, 1097   |
| <b>18.</b> (ELA-2-H2) Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:<br><br><b>a.</b> word choices appropriate to the identified audience and/or purpose | Author’s Language and Style 410, 556, 1134, 1228<br>Writing About Literature 109, 866, 1019<br>Writing Workshop 290–297, 500, 501, 502, 506, 686, 692, 940, 943, 1256, 1262                                 |



| Louisiana Grade-Level Expectations   | <i>Glencoe Literature, Course Five</i>  |
|--|---|
| <b>18b.</b> vocabulary selected to clarify meaning, create images, and set a tone  | Author's Language and Style 410, 1134, 1228<br>Writing About Literature 109, 263, 866, 1019<br>Writing Workshop 290–297, 500, 506, 686, 687, 943, 1256, 1262  |
| <b>c.</b> information/ideas selected to engage the interest of the reader  | Writing About Literature 263<br>Writing Workshop 501, 502, 692, 940, 941  |
| <b>d.</b> clear voice (individual personality)   | Writing Workshop 503, 689, 943, 1260  |
| <b>19.</b> (ELA-2-H3) Develop complex compositions using writing processes, including:<br><b>a.</b> selecting topic and form | Writing About Literature 289, 410, 601<br>Writing Workshop 290–297, 501, 503, 943, 1089, 1090, 1257   |
| <b>b.</b> determining purpose and audience   | Writing About Literature 410<br>Writing Workshop 290–297, 501, 940, 941   |
| <b>c.</b> prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)                    | Writing About Literature 30, 63, 109, 179, 237, 250, 263, 277, 289, 335, 352, 359, 371, 383, 410, 417, 428, 442, 451, 490, 499, 545, 556, 568, 582, 592, 601, 616, 659, 762, 886, 912, 986, 1008, 1019, 1051, 1063, 1134, 1149, 1157, 1171, 1180, 1228<br>Writing Workshop 290–297, 503, 689, 942, 1089, 1090, 1260   |
| <b>d.</b> drafting   | Writing About Literature 19, 30, 48, 63, 71, 81, 92, 109, 119, 129, 147, 161, 179, 185, 206, 237, 250, 263, 277, 335, 352, 359, 371, 383, 398, 410, 428, 442, 451, 490, 539, 545, 568, 582, 592, 601, 616, 637, 659, 690, 866, 886, 912, 986, 1008, 1019, 1051, 1063, 1134, 1171, 1228<br>Writing Workshop 290–297, 504, 944, 1091, 1261  |
| <b>e.</b> conferencing (e.g., with peers and teachers)   | Author's Language and Style 277, 352, 616, 1063<br>Writing About Literature 19, 30, 48, 63, 71, 81, 92, 109, 119, 129, 147, 161, 179, 185, 206, 237, 250, 263, 277, 289, 335, 352, 359, 371, 383, 398, 410, 417, 428, 442, 451, 490, 539, 545, 556, 568, 582, 592, 601, 616, 637, 659, 692, 866, 886, 912, 986, 1008, 1019, 1051, 1063, 1134, 1149, 1171, 1228<br>Writing Workshop 290–297, 503, 689, 946, 1260 |
| <b>f.</b> revising for content and structure based on feedback   | Author's Language and Style 19, 92, 277, 545<br>Writing About Literature 19, 30, 48, 63, 71, 81, 92, 109, 119, 129, 147, 161, 179, 185, 206, 237, 250, 263, 277, 352, 359, 371, 383, 398, 410, 417, 428, 442, 451, 490, 539, 545, 556, 568, 582, 592, 601, 616, 637, 659, 692, 866, 886, 912, 986, 1008, 1019, 1051, 1063, 1134, 1149, 1171, 1228, 1261<br>Writing Workshop 290–297, 506, 507, 946              |



| Louisiana Grade-Level Expectations   | <i>Glencoe Literature, Course Five</i>  |
|--|---|
| <b>19g.</b> proofreading/editing to improve conventions of language  | Author's Language and Style 19, 179, 277, 352, 410, 545, 616, 659, 693, 762, 866, 986, 1063, 1205<br>Grammar Workshop 336, 562, 987, 1150<br>Writing About Literature 19, 48, 63, 71, 81, 92, 109, 119, 129, 147, 161, 179, 185, 206, 237, 250, 263, 277, 289, 352, 371, 383, 398, 410, 417, 428, 442, 451, 490, 539, 545, 556, 568, 582, 592, 601, 616, 637, 659, 866, 886, 912, 986, 1008, 1019, 1051, 1063, 1134, 1149, 1171, 1228, 1261<br>Writing Workshop 290–297, 507, 947, 1097, 1263   |
| <b>h.</b> publishing using technology  | Writing Workshop 290–297, 507, 693, 947, 1263   |
| <b>20.</b> (ELA-2-H4) Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion | Comparing Literature 482, 685, 939, 1087, 1160<br>Writing About Literature 19, 30, 48, 63, 71, 81, 92, 109, 119, 129, 147, 161, 179, 185, 206, 237, 250, 263, 277, 289, 335, 352, 359, 371, 383, 398, 410, 417, 428, 442, 451, 463, 490, 499, 533, 539, 545, 556, 568, 582, 592, 596, 601, 616, 625, 629, 637, 641, 659, 663, 674, 762, 811, 833, 866, 886, 892, 912, 931, 986, 1008, 1051, 1063, 1075, 1083, 1134, 1149, 1157, 1171, 1180, 1204, 1228, 1239, 1255<br>Writing Workshop 290–297, 500–507, 686–693, 940–947, 1088–1097, 1256–1263 |
| <b>21.</b> (ELA-2-H4) Use all modes to write complex compositions, including:  | Comparing Literature 482, 685, 939, 1087, 1160<br>Writing About Literature 263, 335, 451, 592, 616, 621, 1008, 1157   |
| <b>a.</b> comparison/contrast of ideas and information in reading materials or current issues  |   |
| <b>b.</b> literary analyses that compare and contrast multiple texts   | Author's Language and Style 659<br>Comparing Literature 482, 685, 939, 1087, 1160<br>Writing About Literature 451, 592, 616, 621, 659, 1157   |
| <b>c.</b> editorials on current affairs  | Comparing Literature 482<br>Learning for Life 451<br>Quickwrite 445, 473<br>Writing Handbook R35  |
| <b>22.</b> (ELA-2-H5) Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question    | Author's Language and Style 410, 659<br>Comparing Literature 1087<br>Writing About Literature 277, 572, 601, 621, 663, 1019, 1075, 1180<br>Writing Workshop 687, 940, 1256–1263   |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>  |
|---|---|
| <p><b>23.</b> (ELA-2-H5) Develop individual writing style that includes the following:</p> <p><b>a.</b> a variety of sentence structures (e.g., parallel or repetitive) and lengths</p> | <p>Author's Language and Style 92, 179, 1228<br/>Writing Workshop 290–297</p>   |
| <p><b>b.</b> diction selected to create a tone and set a mood</p>   | <p>Author's Language and Style 277, 410, 1228<br/>Writing About Literature 109, 277<br/>Writing Workshop 290–297, 503, 686, 687, 1256</p> |
| <p><b>c.</b> selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer</p>  | <p>Author's Language and Style 277, 410, 1134<br/>Writing Workshop 290–297, 503, 686, 689, 943, 1260</p>                                  |
| <p><b>24.</b> (ELA-2-H6) Write for various purposes, including:</p> <p><b>a.</b> formal and business letters, such as letters of complaint and requests for information</p>             | <p>Business Writing R42<br/>Learning for Life 289<br/>Writing Handbook R35<br/>Writing Workshop 1089</p>                                  |
| <p><b>b.</b> letters to the editor</p>  | <p>Business Writing R42<br/>Learning for Life 289<br/>Writing Handbook R35</p>  |
| <p><b>c.</b> job applications</p>   | <p>Business Writing R42, R44<br/>Writing Workshop 501, 687, 941, 1089</p>   |
| <p><b>d.</b> text-supported interpretations that connect life experiences to works of literature</p>  | <p>Comparing Literature 939<br/>Writing About Literature 250, 410, 417, 442, 596, 625, 663, 931, 1019</p>                                 |



| Louisiana Grade-Level Expectations   | <i>Glencoe Literature, Course Five</i>   |
|--|--|
| <b>Writing/Proofreading</b>  |  |
| <b>Standard 3: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</b> |  |
| <b>25.</b> (ELA-3-H2) Apply standard rules of sentence formation, avoiding common errors, such as:<br><br><b>a.</b> fragments                              | Author's Language and Style 986<br>Grammar Workshop 238, 987<br>Writing Workshop 297   |
| <b>b.</b> run-on sentences   | Writing Workshop 290–297   |
| <b>c.</b> syntax problems  | Writing About Literature 19, 48, 63, 71, 81, 92, 109, 119, 129, 147, 161, 179, 185, 237, 250, 263, 277, 352, 371, 383, 398, 410, 428, 442, 451, 490, 539, 545, 556, 568, 582, 592, 601, 616, 637, 659, 866, 886, 912, 986, 1008, 1019, 1051, 1063, 1134, 1149, 1171, 1228, 1263<br>Writing Workshop 693, 947, 1097 |
| <b>26.</b> (ELA-3-H2) Apply standard rules of usage, including:<br><br><b>a.</b> making subjects and verbs agree   | Grammar Workshop 336<br>Writing Workshop 290–297, 507, 693, 947, 1097  |
| <b>b.</b> using verbs in appropriate tenses  | Writing Workshop 297, 507  |
| <b>c.</b> making pronouns agree with antecedents   | Grammar Workshop 562<br>Writing Workshop 693   |
| <b>d.</b> using pronouns in appropriate cases (e.g., nominative and objective)   | Author's Language and Style 398<br>Writing Workshop 290–297, 507, 693, 947, 1097   |
| <b>e.</b> using adjectives in comparative and superlative degrees  | Author's Language and Style 277<br>Writing Workshop 290–297, 507, 693, 947, 1097   |
| <b>f.</b> using adverbs correctly  | Author's Language and Style 277<br>Writing Workshop 290–297, 507, 693, 947, 1097   |
| <b>g.</b> avoiding double negatives  | Writing Workshop 290–297, 507, 693, 947, 1097  |
| <b>27.</b> (ELA-3-H2) Apply standard rules of mechanics, including:<br><br><b>a.</b> using commas to set off appositives or parenthetical phrases          | Author's Language and Style 19<br>Grammar Workshop 887<br>Writing Workshop 290–297, 507, 693, 947, 1097  |
| <b>b.</b> using quotation marks to set off titles of short works   | Author's Language and Style 63<br>Writing Workshop 1097  |



| Louisiana Grade-Level Expectations   | <i>Glencoe Literature, Course Five</i>  |
|--|---|
| <b>27c.</b> using colons preceding a list and after a salutation in a business letter  | Author's Language and Style 119   |
| <b>d.</b> using appropriate capitalization, including names of political and ethnic groups, religions, and continents  | Author's Language and Style 250, 592<br>Writing Workshop 290–297, 507, 693, 947, 1097   |
| <b>28.</b> (ELA-3-H3) Use correct spelling conventions when writing and editing  | Writing About Literature 19, 30, 48, 63, 71, 81, 92, 109, 119, 129, 147, 161, 179, 185, 206, 237, 250, 263, 277, 289, 335, 352, 371, 383, 398, 410, 428, 442, 451, 490, 539, 545, 556, 568, 582, 592, 601, 616, 637, 659, 866, 886, 912, 986, 1008, 1019, 1051, 1063, 1134, 1149, 1171, 1228, 1263<br>Writing Workshop 290–297, 507, 693, 947, 1097 |
| <b>29.</b> (ELA-3-H3) Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings | Author's Language and Style 277, 1228<br>Language Handbook R58–R60<br>Vocabulary Workshop 1229  |

## Speaking and Listening

### Standard 4: Students demonstrate competence in speaking and listening as tools for learning and communicating.

|  |  |
|--|--|
| <b>30.</b> (ELA-4-H1) Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions                     | Speaking, Listening, and Viewing Workshop 299, 509, 695, 949, 1099, 1265   |
| <b>31.</b> (ELA-4-H1) Select language appropriate to specific purposes and audiences, including:<br><br><b>a.</b> delivering informational/book reports in class | Comparing Literature 226<br>Interdisciplinary Activity 371, 428, 849<br>Internet Connection 352, 739<br>Learning for Life 451<br>Literary Element Review 985<br>Speaking, Listening, and Viewing Workshop 298–299, 508–509, 948–949, 1098–1099 |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>  |
|---|---|
| <b>31b.</b> conducting interviews/surveys of classmates or the general public   | Learning for Life 206<br>Literature Groups 129  |
| <b>c.</b> participating in class discussions  | Comparing Literature 226, 482, 685, 939, 1087, 1160<br>Daily Life and Culture 248, 350, 590, 884, 984, 1061<br>Discussion Starter 223, 477, 684, 932, 1086, 1158<br>Interdisciplinary Activity 428, 1030<br>Learning for Life 81, 1171<br>Listening and Speaking 48, 250, 398, 592, 866<br>Literary Criticism 19, 582, 651<br>Literary Element Review 555, 985<br>Literature Groups 63, 92, 109, 129, 237, 277, 359, 410, 417, 568, 621, 791, 1008, 1051, 1134<br>Performing 434, 1042<br>Primary Source Quotation 381, 657, 1132<br>Primary Visual Artifact 17, 90, 117, 488, 864, 1226<br>Responding and Thinking Critically 17, 29, 34, 47, 61, 70, 80, 90, 108, 117, 128, 146, 160, 177, 185, 190, 205, 220, 236, 248, 262, 275, 288, 334, 350, 358, 370, 381, 387, 396, 408, 416, 426, 434, 441, 450, 463, 481, 488, 493, 498, 533, 539, 543, 549, 554, 561, 567, 572, 576, 581, 590, 596, 600, 609, 614, 620, 625, 629, 633, 637, 641, 651, 657, 663, 674, 717, 739, 760, 769, 791, 811, 833, 849, 864, 884, 895, 911, 931, 984, 1007, 1018, 1023, 1030, 1034, 1042, 1050, 1061, 1067, 1075, 1083, 1132, 1148, 1157, 1170, 1180, 1202, 1226, 1239, 1255<br>Unit Introduction 5, 8, 316, 709, 712, 963, 1113, 1116<br>Visual Literacy 543, 760, 1202<br>You're the Critic 61, 177, 275, 396, 426, 554, 614 |
| <b>32.</b> (ELA-4-H2) Listen to detailed oral instructions and presentations and carry out complex procedures, including: | Speaking, Listening and Viewing Workshop 1264–1265  |
| <b>a.</b> taking accurate notes   | Speaking, Listening and Viewing Workshop 1264–1265  |
| <b>b.</b> writing summaries or responses  | Speaking, Listening and Viewing Workshop 1264–1265  |
| <b>c.</b> forming groups  | Speaking, Listening and Viewing Workshop 1264–1265  |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>  |
|---|---|
| <b>33.</b> (ELA-4-H2) Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics  | Speaking, Listening and Viewing Workshop 1264–1265  |
| <b>34.</b> (ELA-4-H3) Deliver oral presentations that include the following:<br><br><b>a.</b> volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response | Learning for Life 1019<br>Listening and Speaking 119, 250, 398, 592, 601, 633, 866, 912, 1149<br>Performing 179, 481, 556, 1042, 1204<br>Speaking, Listening, and Viewing Workshop 298–299, 508–509, 694–695, 948–949, 1098–1099<br>Unit Introduction 526, 712, 966 |
| <b>b.</b> language choices adjusted to suit the content and context   | Learning for Life 451, 1019<br>Listening and Speaking 119, 398, 912, 1149<br>Performing 179, 481, 1042<br>Speaking, Listening, and Viewing Workshop 298–299, 508–509, 694–695, 948–949, 1098–1099   |
| <b>c.</b> an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience  | Comparing Literature 226<br>Listening and Speaking 119<br>Speaking, Listening, and Viewing Workshop 298–299, 508–509, 694–695, 948–949, 1098–1099, 1264–1265  |
| <b>35.</b> (ELA-4-H4) Use active listening strategies, including:   | Literature Groups 237<br>Speaking, Listening, and Viewing Workshop 298–299, 948–949, 1264–1265  |
| <b>a.</b> monitoring message for clarity  | Literature Groups 237<br>Speaking, Listening, and Viewing Workshop 1264–1265  |
| <b>b.</b> selecting and organizing essential information  | Literature Groups 237<br>Speaking, Listening, and Viewing Workshop 1264–1265  |
| <b>c.</b> noting cues such as changes in pace   | Listening and Speaking 250, 398, 592<br>Speaking, Listening, and Viewing Workshop 298–299, 948–949, 1264–1265   |
| <b>d.</b> generating and asking questions concerning a speaker’s content, delivery, and attitude toward the subject   | Listening and Speaking 398, 592, 912<br>Literature Groups 129<br>Speaking, Listening, and Viewing Workshop 298–299, 948–949, 1264–1265  |



| Louisiana Grade-Level Expectations   | <i>Glencoe Literature, Course Five</i>   |
|--|--|
| <p><b>36.</b> (ELA-4-H4) Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts</p>   | <p>Comparing Literature 226<br/>                     Interdisciplinary Activity 371, 428, 659, 849<br/>                     Internet Connection 352, 739<br/>                     Learning for Life 451<br/>                     Listening and Speaking 119, 1149<br/>                     Literary Element Review 985<br/>                     Performing 179, 481<br/>                     Speaking, Listening, and Viewing Workshop 298–299, 508–509, 948–949, 1098–1099, 1264–1265</p> |
| <p><b>37.</b> (ELA-4-H5) Analyze media information in oral and written responses, including:</p> <p><b>a.</b> comparing and contrasting the ways in which print and broadcast media cover the same event</p> | <p>Internet Connection 263<br/>                     Responding and Thinking Critically 481</p>   |
| <p><b>b.</b> evaluating media messages for clarity, quality, effectiveness, motive, and coherence</p>  | <p>Comparing Literature 482<br/>                     Literary Element 481<br/>                     Responding and Thinking Critically 190, 481, 493, 644, 667, 766, 1023, 1175<br/>                     Speaking, Listening and Viewing Workshop 1265</p>  |
| <p><b>c.</b> listening to and critiquing audio/video presentations</p>   | <p>Performing 1204<br/>                     Speaking, Listening and Viewing Workshop 1265</p>  |
| <p><b>38.</b> (ELA-4-H6) Participate in group and panel discussions, including:</p> <p><b>a.</b> identifying the strengths and talents of other participants</p>   | <p>Listening and Speaking 250, 398, 912<br/>                     Literature Groups 237<br/>                     Speaking, Listening and Viewing Workshop 1264–1265</p>   |
| <p><b>b.</b> acting as facilitator, recorder, leader, listener, or mediator</p>  | <p>Speaking, Listening and Viewing Workshop 1264–1265</p>  |
| <p><b>c.</b> evaluating the effectiveness of participants' performances</p>  | <p>Listening and Speaking 250, 398, 912<br/>                     Literature Groups 237<br/>                     Speaking, Listening and Viewing Workshop 1264–1265</p>   |



| Louisiana Grade-Level Expectations   | <i>Glencoe Literature, Course Five</i>  |
|--|---|
| <b>Information Resources</b>   |   |
| <b>Standard 5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources; acquire and communicate knowledge.</b>   |   |
| <p><b>39.</b> (ELA-5-H1) Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:</p> <p><b>a.</b> print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes</p> | Writing Workshop 1088–1097  |
| <p><b>b.</b> electronic texts such as database keyword searches, search engines, and e-mail addresses</p>  | Writing Handbook R36, R37<br>Writing Workshop 503, 1088–1097  |
| <p><b>40.</b> (ELA-5-H2) Locate, analyze, and synthesize information from grade-appropriate resources, including:</p> <p><b>a.</b> multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)</p>   | Interdisciplinary Activity 30<br>Writing Handbook R36, R37<br>Writing Workshop 503, 1088–1097   |
| <p><b>b.</b> electronic sources (e.g., Web sites and databases)</p>  | Interdisciplinary Activity 30<br>Speaking, Listening, and Viewing Workshop 509, 949<br>Writing Handbook R36, R37<br>Writing Workshop 503, 1088–1097 |
| <p><b>c.</b> other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials)</p>   | Speaking, Listening and Viewing Workshop 1265<br>Writing Handbook R36, R37  |
| <p><b>41.</b> (ELA-5-H2) Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage)</p>   | Writing Handbook R37<br>Writing Workshop 1088–1097  |
| <p><b>42.</b> (ELA-5-H3) Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <p><b>a.</b> formulating clear research questions</p>   | Interdisciplinary Activity 30<br>Writing Handbook R36<br>Writing Workshop 500, 1088–1097  |



| Louisiana Grade-Level Expectations  | <i>Glencoe Literature, Course Five</i>  |
|---|---|
| <b>42b.</b> using research methods to gather evidence from primary and secondary sources  | Writing Handbook R37–R38<br>Writing Workshop 503, 1088–1097   |
| <b>c.</b> using graphic organizers (e.g., outlining, charts, timelines, webs)   | Interdisciplinary Activity 30<br>Reading Handbook R22, R23<br>Writing Handbook R37<br>Writing Workshop 1090         |
| <b>d.</b> compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation   | Interdisciplinary Activity 30<br>Internet Connection 263<br>Writing Handbook R37, R38<br>Writing Workshop 1088–1097 |
| <b>43.</b> (ELA-5-H3) Write a variety of research reports, which include the following:   | Writing Handbook R36–R38<br>Writing Workshop 1088–1097  |
| <b>a.</b> research that supports the main ideas   |   |
| <b>b.</b> facts, details, examples, and explanations from multiple sources  | Writing Handbook R36–R38<br>Writing Workshop 1088–1097  |
| <b>c.</b> graphics when appropriate   | Interdisciplinary Activity 30<br>Reading Handbook R23   |
| <b>d.</b> complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies)  | Writing Handbook R36–R41<br>Writing Workshop 1088–1097  |
| <b>44.</b> (ELA-5-H4) Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists | Writing Handbook R37–R41<br>Writing Workshop 290–297, 507, 693, 947, 1263   |
| <b>45.</b> (ELA-5-H5) Follow acceptable use policy to document sources in research reports using various formats, including:  | Writing Handbook R36–R41<br>Writing Workshop 1088–1097  |
| <b>a.</b> preparing extended bibliographies of reference materials  |   |



| Louisiana Grade-Level Expectations   | <i>Glencoe Literature, Course Five</i>                                |
|--|---|
| <b>45b.</b> integrating quotations and citations while maintaining flow of ideas   | Writing Handbook R37, R38<br>Writing Workshop 1088–1097               |
| <b>c.</b> using standard formatting for source acknowledgment according to a specified style guide   | Writing Handbook R36–R41<br>Writing Workshop 1088–1097                |
| <b>d.</b> using parenthetical documentation following <i>MLA Guide</i> within a literature-based research report   | Writing Handbook R39  |
| <b>46.</b> (ELA-5-H6) Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research | Reading Handbook R22<br>Unit Introduction 8, 316, 526, 712, 966, 1116 |

